

Alpine County Unified School District/ Alpine County Office of Education

Local Educational Agency (LEA) Plan Evaluation

February, 2015

Introduction

Alpine County Unified School District Board of Education in May of 2013 adopted its Local Educational Agency (LEA) Plan for ensuring all groups of students are receiving rigorous education in an appropriate academic environment. The LEA Plan is posted on the district's website: <http://alpinecoe.k12.ca.us/schools/local-education-agency-plan-lea-plan/>.

As part of state requirements, this plan is annually evaluated and shared with the school community. This document serves as part of that annual evaluation.

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Adequate Yearly Progress (AYP)

The following results were copied directly from the California Department of Education's web site for student performance accountability relevant to AYP:

<http://dq.cde.ca.gov/dataquest/Acnt2013/2013APRDstAYPReport.aspx?allcde=0261333>.

In summary, while Alpine County Unified School District has too small of a testing population for the state to confidently determine whether or not they met Participate Rate or Annual Measureable Objective criteria, the percentages for each are shown.

The district as a whole met four of the five AYP criteria as follows:

- 1) Participation Rate ELA: Yes
- 2) Participation Rate Math: Yes
- 3) Annual Measureable Objectives (AMO or Percent Proficient Target) ELA: No
- 4) Annual Measureable Objectives (AMO or Percent Proficient Target) Math: Yes
- 5) API criterion: Yes

Here are the results directly from the state's website:

Participation Rate

GROUPS	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? Yes				
	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2013 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2013 AYP Criteria	Alternative Method
LEA-wide	70	70	100	Yes	ER	70	70	100	Yes	ER
Black or African American	0	0		--		0	0		--	
American Indian or Alaska Native	22	22	100	--		22	22	100	--	
Asian	0	0		--		0	0		--	
Filipino	0	0		--		0	0		--	
Hispanic or Latino	8	8	100	--		8	8	100	--	
Native Hawaiian or Pacific Islander	0	0		--		0	0		--	
White	38	38	100	--		38	38	100	--	
Two or More Races	2	2	100	--		2	2	100	--	
Socioeconomically Disadvantaged	36	36	100	--		36	36	100	--	
English Learners	0	0		--		0	0		--	
Students with Disabilities	22	22	100	--		22	22	100	--	

Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 89.0 % <u>Met all percent proficient rate criteria? No</u>					Mathematics Target 89.1 % <u>Met all percent proficient rate criteria? Yes</u>				
	<u>Valid</u>	<u>Number</u>	<u>Percent</u>	<u>Met</u>	<u>Alternative</u>	<u>Valid</u>	<u>Number</u>	<u>Percent</u>	<u>Met</u>	<u>Alternative</u>
	<u>Scores</u>	<u>At or</u>	<u>At or</u>	<u>2013</u>		<u>Scores</u>	<u>At or</u>	<u>At or</u>	<u>2013</u>	
LEA-wide	61	32	52.5	No		61	36	59.0	Yes	<u>SH</u>
Black or African American	0		--	--		0		--	--	
American Indian or Alaska Native	17	7	41.2	--		17	7	41.2	--	
Asian	0		--	--		0		--	--	
Filipino	0		--	--		0		--	--	
Hispanic or Latino	6		--	--		6		--	--	
Native Hawaiian or Pacific Islander	0		--	--		0		--	--	
White	36	23	63.9	--		36	24	66.7	--	
Two or More Races	2		--	--		2		--	--	
Socioeconomically Disadvantaged	33	11	33.3	--		33	16	48.5	--	
English Learners	0		--	--		0		--	--	
Students with Disabilities	20	9	45.0	--		20	11	55.0	--	

Two or More Races: Schools and local educational agencies will be making demographic changes to the "Two or More Races" student group. Assessment results for students without valid Statewide Student Identifiers (SSIDs) were assigned to this student group for the initial AYP release. Therefore, the results for the "Two or More Races" student group.

Academic Performance Index (API) - Additional Indicator for AYP

<u>2012 Base API</u>	<u>2013 Growth API</u>	<u>2012-13 Growth</u>	<u>Met 2013 API Criteria</u>	<u>Alternative Method</u>
792	805	13	Yes	

Graduation Rate Goal: 90 Percent

<u>Met Schoolwide Graduation Rate</u>	<u>Met Student Group Graduation Rate</u>	<u>Met All Graduation Rate Criteria</u>
N/A	N/A	N/A

Since Alpine County Unified School District has less than 50 students in the graduation rate calculation, the state does not apply this criterion in determining AYP.

Academic Performance Index (API)

The following results were copied directly from the California Department of Education's web site for student performance accountability relevant to API:

<http://dq.cde.ca.gov/dataquest/Acnt2013/2013GrowthSch.aspx?allcids=02613336002794>

The Academic Performance Index (API) is a single indicator of student achievement. The state's goal for all schools is an API value of 800 or more. Please note that Diamond Valley Elementary School's Statewide Rank is 5. This means that it is in the fifth decile (around the 50th percentile) of all elementary schools in California. So, approximately half of the schools had an API above DVES and half had an API below DVES. The testing population was too small for the state to perform a comparison to schools of similar composition. Please know that the results are based on Spring of 2013 test results as much of the state's assessment system was suspended for the 2013-14 school year.

Met Growth Targets

Schoolwide: Yes

All Student Groups: Yes

All Targets: Yes

2013 Statewide Rank: 5 * **2013 Similar Schools Rank:**

Groups

	Number of Students Included in 2013 API	Numerically Significant in Both Years	2013 Growth	2012 Base	2012-13 Growth Target	2012-13 Growth	Met Growth Target
Schoolwide	61		805	801	A	4	Yes
Black or African American	0	No					
American Indian or Alaska Native	17	No	671	728			
Asian	0	No					
Filipino	0	No					
Hispanic or Latino	6	No					
Native Hawaiian or Pacific Islander	0	No					
White	36	No	868	883			
Two or More Races	2	No					
Socioeconomically Disadvantaged	33	No	737	732			
English Learners	0	No					
Students with Disabilities	20	No	713	729			

PI Status

The following results were copied directly from the California Department of Education's web site for student performance accountability:

<http://dq.cde.ca.gov/dataquest/Acnt2013/2013APRDstPIReport.aspx?allcids=0261333>.

Since Alpine Unified School District met the grade span criteria as a whole, the district is not identified as a district in Program Improvement. The results below show that the grade 6-8 grade span of students did not fail to make Adequate Yearly Progress for two consecutive years. Therefore, Alpine County Unified School District is not a district in Program Improvement (PI)

PI Status: Not In PI

[PI Placement 2013-14:](#)

[Prior PI Placement:](#)

[First Year of PI Implementation:](#)

[Special Conditions:](#)

Met Adequate Yearly Progress (AYP) Criteria

	English-Language Arts	Mathematics	Academic Performance Index (API)	Graduation Rate
2012	No	No	Yes	N/A
2013	No	Yes	Yes	N/A

Met Grade Span Criteria

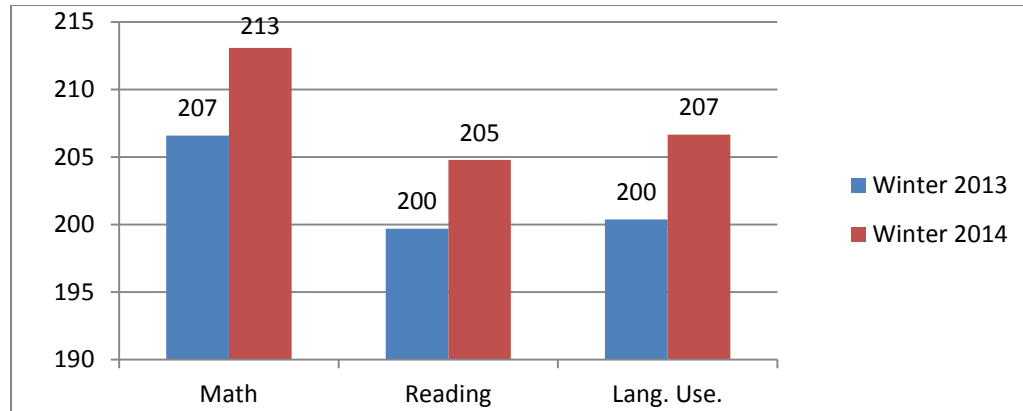
	English-Language Arts	Mathematics	Grade Span Reports
2012	Grades 2-5	No	Grades 2-5
	Grades 6-8	Yes	Grades 6-8
	Grade 10		Grade 10
2013	Grades 2-5	No	Grades 2-5
	Grades 6-8	Yes	Grades 6-8
	Grade 10		

Spring 2014 State Results

The state suspended standardized testing for ELA and Math for grades 2-8 for the 2013-14 school year. Therefore, Alpine County Unified School District kept its same 2013-14 status of Program Improvement, that is an Non-PI district for the 2014-15 school year for the 2014-15 school year.

Student Performance Data on Common Core State Standard Aligned Assessments

As a part of our ongoing efforts to evaluate the effectiveness of Alpine County Unified School District Programs, student assessment results were compared from the Winter of 2013 to the Winter of 2014. The Northwest Evaluation Association's (NWEA's) Measures of Academic Progress (MAP) were used to determine if students increased their performance on the Common Core State Standards in Reading, Language Use and Math. The use of MAP results for these periods was used as no state testing in ELA and Math was offered for grades 2-8 in the spring of 2014 as schools transitioned to the Common Core State Standards (CCSS). The entire district participated in MAP testing during these periods.



These results were matched pairs of results. That is, students' Winter 2014 results were compared to their Winter 2013 results. So, only students for whom two sets of scores existed were compared. MAP assessments were not traditionally administered in grades K and 1. Therefore, no grade 1 scores existed for second grade students to include in their growth. So, grade K, 1, and 2 students were not included in this analysis.

However, the results clearly showed the collective effectiveness of the instructional programs in Alpine County Unified School District.

The above table was shared with the school community at the August 2014 Alpine County Unified School District Board meeting as part of the annual and ongoing LEA Plan program evaluation.

School Climate Data

The Alpine County Unified School District, in September 2014, implemented an Anti-Bullying program to increase the safety of its school, keep them free of drugs, and to create and maintain school environments conducive to learning. Students take a weekly, anonymous survey and report the name of a student bothering them. The counselor collects and records the results and addresses any concerns expressed about antagonizing students with the students identified as antagonizes. Students reporting the incidents have an opportunity to identify themselves, if they desire. The counselor councils all students identified and informs parents.

The results below show the district has decreased its incidents and maintains a low number of weekly incidents (currently 4% of the students population reports incidents). Notes are provided as well to reveal the context of the incidents reported.

GRADE	Yes problem/ no problem	Yes problem/ no problem	Yes problem/ no problem	Yes problem/ no problem	Yes problem/ no problem	Yes problem/ no problem	Yes problem/ no problem	Yes problem/ no problem	Yes problem/ no problem	Yes problem/ no problem
	Nov. 25	Dec. 5	Dec. 12	Dec. 19	Jan. 9	Jan. 16	23-Jan	30-Jan	Feb. 6	Feb. 12
K	0/6 (0%)	0/5 (0%)	0/5 (0%)	0/6	0/7 (0%)	0/8 (0%)	1/8=13%	0/7 (0%)	0/4 (0%)	0/5 (0%)
1	1/9 (0%)	2/11 (18%)	1/10 (10%)	0/8 (0%)	0/11 (0%)	0/11 (0%)	0/10 (0%)	0/10 (0%)	0/8 (0%)	0/9 (0%)
2	6/12 (50%)	3/11 (27%)	4/12(33%)	2/10 (20%)	1/12 (8%)	1/8 (12.5%)	2/11 (18%)	1/10 (10%)	1/11 (9%)	1/10 (10%)
3rd	1/10 (10%)	0/9 (0%)	0/8(0%)	0/9(0%)	1/12 (8%)	2/12 (25%)	1/11 (9%)	0/12 (0%)	1/11 (9%)	1/8 (13%)
4	1/12 (8%)	4/12(33%)	3/12 (25%)	2/12(17%)	1/10 (10%)	4/12 (33%)	1/11 (9%)	1/11 (9%)	1/11(9%)	1/12 (8%)?
5	1/9 (11%)	0/8 (0%)	0/9 (0%)	1/9 (11%)	0/9 (0%)	1/7 (14%)	0/9 (0%)	0/8 = (0%)	0/9 (0%)	0/7 (0%)
6	0/10 (0%)	1/8 (12.5%)	2/10 (20%)	2/9(22%)	1/9 (11%)	0/10 (0%)	0/10 (0%)	0/9 (0%)	1/9(11%)	1/10 (10%)
8-Jul	1/9 (11)	0/7 (0%)	1/9 (11%)	0/8 (0%)	1/9(11%)	0/9 (0%)	0/8 (0%)	0/9 (0%)	0/8(0%)	0/10 (0%)
Total	11/77 (14%)	10/71 (14%)	11/75 (14%)	7/71=9%	5/79 = 6%	8/77= 10%	5/88 =6%	1/76=1%	3/71=4%	3/71= 4%
See Notes—This was for about 1.5 days.	See Notes-	See Notes Interviews to de done.		See Notes-						See Notes

NOTES

Dec. 5-

Grade 2

- Student said other student was just bothering her by expressing himself out loud.

Grade 4

- One student said it was situational and bothering not bullying.

Dec. 19

Grade 5

- Spoke to student who said problem was in PE. Reported the other students think it is funny but I don't. Coached for him to speak to PE teacher. Counselor will follow up.

Grade 6

- Spoke to one student and worked on problem solving, social skills and awareness.

January 9

Grade 7/8

Student with continued rude attitude toward others.

Conclusion:

The LEA Plan states the following:

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five **Performance Goals**:

1. **All students will reach high standards, at a minimum attaining proficiency or better, in reading and mathematics by 2013-2014.**
2. **All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**
3. **By 2005-2006, all students will be taught by highly qualified teachers.**
4. **All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**
5. **All students will graduate from high school.**

With respect to the first goal, "All students will reach high standards, at a minimum attaining proficiency or better, in reading and mathematics by 2013-2014," all Alpine County Unified School District students did not make the AYP targets. However, the 2013 to 2014 comparison does show that the district as a whole increased student performance in ELA and Math.

Alpine Unified School District is increasing its efforts to meet this goal. It is providing intensive staff development related to the nine Essential Program Components the state has provided. It has created a District School Liaison Team (DSLTL) for its one school in Program Improvement to implement the nine essential program components. It has implemented straight grade levels at virtually all grades at the K-8 grade level. It has added an intensive intervention program for English Language Arts for struggling students. It has adopted a new math program aligned to the Common Core State standards and has provided substantial staff development to improve implementation. It has implemented teacher collaboration so teachers can use assessment data to identify students at risk of not meeting grade level standards and provide a plan for each student as needed and in collaboration with other teachers. Additionally, it has implemented a Gifted and Talented Education (GATE) program to ensure even the high performing or otherwise gifted students remain engaged and perform at high levels.

With respect to the second goal, "All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics," Alpine County Unified School District has not identified any English Learners through its identification process. Therefore, no English Learners currently exist in its schools. So, this goal, currently cannot be measured.

With respect to the third goal, "By 2005-2006, all students will be taught by highly qualified teachers," Alpine County Unified School District now has 100% of its teachers highly qualified in all areas they are assigned to teach.

With respect to the fourth goal, “All students will be educated in learning environments that are safe, drug-free, and conducive to learning,” Alpine County Unified School District has implemented a bullying program. The results shown above reveal that the district continually monitors bullying and invests much of its resources and efforts to eliminate it.

With respect to the fifth goal, “All students will graduate from high school,” Alpine County Unified School District has a Community Day School (CDS) and an opportunity school for grades 9-12. Fewer than 50 students are in the cohort of students that would be graduating, so the state does not reveal graduation rate data for these students. The schools have less than 15 students combined in total so the district does not report its own internal graduation rate as it could potential reveal the graduation status of students who have at one time attended the school.

However, in efforts to decrease barriers to having all students graduate from high school, the district and School Board have modified its Board policies so the unit requirement for graduation, does not exceed the state’s. The district is pleased to report that during this year, three of its students earned diplomas and more are expected to earn them soon.